



## Forestbrook Elementary

4000 Panther Parkway  
Myrtle Beach, S.C. 29588

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	832 Students	
<b>Principal</b>	Johnny Calder	843-236-8100
<b>Superintendent</b>	Dr. Cynthia Elsberry	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Excellent</b>	<b>Excellent*</b>
2008	Excellent	Good
2007	Excellent	Good
2006	Excellent	Good
2005	Excellent	Good

\* The School's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

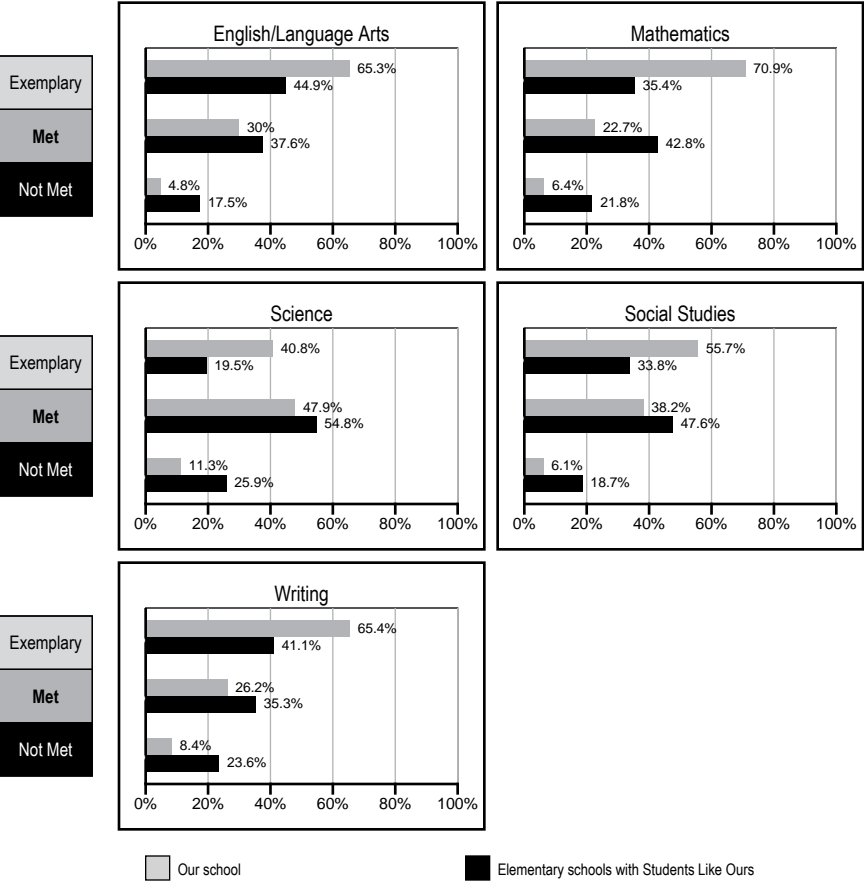
94.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
20	34	40	0	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=832)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	Down from 2.1%	1.6%	1.9%
Attendance rate	96.7%	Up from 96.6%	96.4%	96.3%
Eligible for gifted and talented	22.2%	Down from 24.6%	15.1%	10.0%
With disabilities other than speech	10.2%	Down from 12.3%	7.2%	7.7%
Older than usual for grade	0.0%	No Change	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=53)</b>				
Teachers with advanced degrees	64.2%	Up from 62.3%	61.5%	59.4%
Continuing contract teachers	92.5%	Up from 86.8%	84.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 2.0%	0.0%	0.0%
Teachers returning from previous year	91.5%	Down from 92.6%	88.8%	85.9%
Teacher attendance rate	95.9%	Up from 95.7%	95.1%	95.1%
Average teacher salary*	\$53,764	Up 5.3%	\$48,384	\$47,149
Professional development days/teacher	12.5 days	Down from 22.3 days	11.4 days	11.1 days
<b>School</b>				
Principal's years at school	16.0	Up from 15.0	5.3	4.0
Student-teacher ratio in core subjects	16.7 to 1	Down from 21.6 to 1	19.4 to 1	18.8 to 1
Prime instructional time	92.2%	Up from 91.8%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,496	Up 9.7%	\$6,983	\$7,458
Percent of expenditures for instruction**	70.5%	Down from 71.4%	69.0%	68.8%
Percent of expenditures for teacher salaries**	51.4%	Down from 65.4%	61.8%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Forestbrook Elementary School's family experienced many successes during the 2008-09 school year. We were recognized again by the State's Education Oversight Committee as a school that is Closing the Gap for historically underachieving student groups. The State Department named Forestbrook a Palmetto Gold School. Dafney Washington, a second grade teacher, was our Teacher of the Year. We also had a very successful year with our service-learning program, headed by our student council. This year alone, we provided aid to Forestbrook families experiencing difficult times, and we participated in the March of Dimes Walk, where we raised almost \$30,000, making us the state's top fundraising school and one of the top in the entire nation. The top priority at Forestbrook is academic achievement. We continue to strive towards moving each and every student to higher levels of learning. With our continued use of Measures of Academic Progress (MAP), we are able to study strengths and weaknesses of each child K-5 and chart individual courses of success. Our task is to analyze where our students showed growth, why the growth occurred, and utilize research-based curriculum and instruction decisions so all of our children are academically challenged. We must investigate what changes need to be made and where expectations were not met so that we ensure success for all students to reach their maximum potential. Last year, Forestbrook Elementary underwent renovation and construction of a new media center, multi-purpose center, computer labs, and several classrooms. The commitment of all stakeholders in the Forestbrook community has assisted in our student achievement being considerably high. We are very proud of our accomplishments and hope that you will share in our pride. Forestbrook Elementary will continue to deliver award-winning programs and a world-class curriculum that allow all students to build the foundation needed to enable them to become successful lifelong achievers. This report card is a call to action for everyone to be involved in our continuing efforts to constantly improve. Thank you for your support and for sharing the responsibility of the success of our students, of our school, and of our community. Johnny Calder, Principal; Barbara Rice, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	55	96	71
Percent satisfied with learning environment	100.0%	98.9%	98.6%
Percent satisfied with social and physical environment	98.2%	97.9%	94.4%
Percent satisfied with school-home relations	100.0%	100.0%	98.6%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	369	100	4.5	30.1	65.4	97.8	86.5	82.8	Yes	Yes
<b>Gender</b>										
Male	177	100	4.7	36	59.3	98.3	83.4	79.3	N/A	N/A
Female	192	100	4.3	24.5	71.2	97.3	89.7	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	303	100	3.8	30.4	65.9	98.6	91	89.5	Yes	Yes
African American	31	100	6.9	20.7	72.4	96.6	74.8	73.7	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	87	92.3	I/S	I/S
Hispanic	24	100	8.7	43.5	47.8	91.3	78.4	76.5	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	87.5	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	62	100	21.4	41.1	37.5	89.3	63.1	52	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	22	100	4.5	40.9	54.5	95.5	74.2	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	159	100	4	34.7	61.3	99.3	81.6	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	369	100	6.2	22.8	71.1	96.9	83.7	78.9	Yes	Yes
<b>Gender</b>										
Male	177	100	6.4	23.8	69.8	96.5	81.9	77	N/A	N/A
Female	192	100	6	21.7	72.3	97.3	85.5	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	303	100	5.5	22.9	71.7	98	89.2	87.2	Yes	Yes
African American	31	100	10.3	10.3	79.3	93.1	68	66.7	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	89.7	93	I/S	I/S
Hispanic	24	100	8.7	43.5	47.8	91.3	78.1	76	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	81.9	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	62	100	28.6	39.3	32.1	80.4	53.2	45.5	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	22	100	4.5	31.8	63.6	95.5	76	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	159	100	6.7	32	61.3	96.7	77.3	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	247	100	11	48.1	40.9	89	73.1	67.5
<b>Gender</b>								
Male	113	100	14.5	44.5	40.9	85.5	72.2	67
Female	134	100	7.9	51.2	40.9	92.1	73.9	68
<b>Racial/Ethnic Group</b>								
White	210	100	10.4	46	43.6	89.6	80.8	79.5
African American	18	100	5.9	52.9	41.2	94.1	51.8	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	81.1	84.3
Hispanic	13	100	25	66.7	8.3	75	60.9	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	72.9	71.2
<b>Disability Status</b>								
Disabled	44	100	42.1	36.8	21.1	57.9	40.3	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	12	100	16.7	75	8.3	83.3	57.3	59.6
<b>Socio-Economic Status</b>								
Subsided meals	103	100	15.5	47.4	37.1	84.5	64.3	55.1

<b>Social Studies</b>								
All Students	256	100	6.1	38.2	55.7	93.9	76.4	72.3
<b>Gender</b>								
Male	126	100	7.4	37.7	54.9	92.6	75.6	71.5
Female	130	100	4.8	38.7	56.5	95.2	77.3	73.2
<b>Racial/Ethnic Group</b>								
White	208	100	5	39.8	55.2	95	82.4	80.7
African American	21	100	5.3	26.3	68.4	94.7	59.2	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	85.7	88.5
Hispanic	18	100	17.6	35.3	47.1	82.4	71.4	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	77.5	72.2
<b>Disability Status</b>								
Disabled	38	100	34.3	37.1	28.6	65.7	47.9	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	17	100	17.6	41.2	41.2	82.4	68.3	67.9
<b>Socio-Economic Status</b>								
Subsided meals	108	100	7.9	47.5	44.6	92.1	68.7	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	375	99.7	8.4	26.2	65.4	91.6	76.3	70.2	96.7	96
Gender										
Male	179	99.4	11.9	29.5	58.5	88.1	69.4	63.2	97	96
Female	196	100	5.2	23	71.7	94.8	83.3	77.5	96.4	96.1
Racial/Ethnic Group										
White	308	99.7	6.6	26.5	66.9	93.4	82.4	79.1	96.5	95.7
African American	32	100	9.7	19.4	71	90.3	59.4	57.6	97.2	96.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	83.1	86.2	97.8	97.2
Hispanic	24	100	26.1	34.8	39.1	73.9	67.7	62.6	97.4	96.8
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	77.3	68.7	95.8	95.4
Disability Status										
Disabled	63	98.4	41.7	30	28.3	58.3	34.2	26.1	96.8	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	96.6
English Proficiency										
Limited English Proficient	22	100	22.7	36.4	40.9	77.3	64.6	61.2	97.6	97.1
Socio-Economic Status										
Subsidized meals	163	100	12	31.6	56.3	88	68.2	58.9	96.1	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	122	100	2.5	18.6	78.8	97.5
	4	134	100	4.7	34.6	60.6	95.3
	5	113	100	6.3	36.9	56.8	93.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	122	100	4.2	19.5	76.3	95.8
	4	134	100	7.9	22	70.1	92.1
	5	113	100	6.3	27	66.7	93.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	60	100	12.1	31	56.9	87.9
	4	134	100	10.2	52	37.8	89.8
	5	53	100	11.5	57.7	30.8	88.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	62	100	3.3	30	66.7	96.7
	4	134	100	4.7	40.9	54.3	95.3
	5	60	100	11.9	40.7	47.5	88.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	123	100	4.1	10.7	85.2	95.9
	4	135	100	9.2	32.8	58	90.8
	5	117	99.2	12.3	35.1	52.6	87.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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